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**CAREER AND TECHNOLOGY STUDIES PROGRAM**

**TOURISM STUDIES 10**

**DRAFT TEACHER RESOURCE MANUAL**

**June 1991 – February 1992**

**Field Test/Focus Groups**



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## **PREFACE**

This draft teacher resource manual is designed to support the field validation of Tourism Studies 10 draft curriculum and as a discussion document for focus groups. Tourism Studies, as part of the Career and Technology Studies Program, provides an opportunity to operationalize and assess new initiatives related to curriculum design. It also provides a curriculum structure that will facilitate school and community partnership for the educational benefit of Alberta's students.

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## **ACKNOWLEDGEMENTS**

This draft teacher resource manual has been developed in cooperation with the four Tourism Studies Focus Groups. Appreciation is extended to those educators and industry professionals who have contributed their expertise, advice and support to this draft document.

## USING THIS MANUAL

This teacher resource manual is a service document developed to assist teachers who will be responsible for tourism studies. It should be used in conjunction with the corresponding draft curriculum.

The manual has been developed to assist classroom teachers by providing:

- delivery strategies
- evaluation strategies
- resource agencies
- program support/resources
- teaching strategies
- learning activities

Teachers are encouraged to use this manual as a practical planning and instructional tool. It is hoped that teachers will add their own materials and replace those that do not suit the unique needs of the classes.

## CONTENT

### CURRICULUM FRAMEWORK

The Tourism Studies curriculum is arranged into five themes; Nature of the Industry, Food, Accommodation, Travel, and Attractions. The tourism strand is offered at three grade levels, each with a different emphasis. Tourism Studies 10 provides students with the basic knowledge, skills and attitudes of the tourism industry. Tourism Studies 20 focuses on transferable knowledge, skills and attitudes as they apply to broader sectors. Tourism Studies 30 concentrates on the career-specific knowledge, skills and attitudes that will prepare students to embark on a career in the tourism industry, or advance to further training and education.

At each level, students take the foundation modules in the theme, Nature of the Industry, and one, two or three expansion modules from the four specialization themes depending on the number of credits to be earned. Students may choose to take expansion modules focusing on one specialization or widen their experience by choosing expansion modules from related specializations. Some of the expansion modules are transferable from one specialization to another.

When selecting expansion modules, the following should be considered:

1. students' needs and interests
2. teacher background and experience
3. school and community support networks available
4. related complementary programs already available within the school.

Each module represents 25 hours of instructional time. All learner expectations are required. For the field validation of this draft curriculum, guidelines for time allocation have been included for each concept within the modules.

### DELIVERY STRATEGIES

Tourism studies is intended to be delivered with an emphasis on experiential learning. Ideally, this would be accomplished through community partnerships and work experience education. Instructional strategies should reflect this experiential learning; with students having the opportunity to apply their knowledge, skills and attitudes in real life situations. They will participate in a wide range of practical activities in the classroom and in the local community. These activities should include discussions, simulations, surveys, business ventures, field trips, projects, community-based learning, job observations and work experience.

### COMMUNITY PARTNERSHIPS★

Community partnerships are based on the belief that educators can enhance students' learning experiences by bringing the community into the school and by taking students out into the community.

Using the expertise, talent and resources of community based service organizations and agencies, business, industry, citizen groups and parents, schools can enrich the educational experiences of students. In junior high, students may be introduced to the concept of community partnership through such activities as:

- inviting members of the community into the school as guest speakers or for demonstrations
- involving community members in special events (Career Days; Education Week)
- touring local businesses and industries



- sharing resources such as films, videos, booklets, pamphlets, equipment and specialized laboratory facilities
- participating in programs such as work study, job shadowing and mentorships
- being involved in group community partnership projects both in the school and the community.

## WORK EXPERIENCE<sup>†</sup>

Work experience programs are a major component of the community partnership concept addressed in the policy statement **Secondary Education in Alberta** (1985). They involve cooperative effort by the school and the community to further the student's personal development, career planning, occupational knowledge and skills. Work experience enhances a student's in-school studies with on-the-job experiential learning activities in business, industry, government and community service.

Work experience programs must have the consent of the student's parent or, in the case of a student who is 16 years of age or older, the student and the Minister (section 37 of the **School Act**).

The work experience program of studies has two major components: work study and work experience.

- **Work Study (Integrated within a course):** experiential learning activities under the cooperative supervision of the subject area teacher coordinator and the employer, and which are undertaken by a student as an integral part of an approved school course.
- **Work Experience 15-25-35 (separate courses for credit):** courses that provide experiential learning activities undertaken by a student as an integral part of a planned school program that is under the cooperative supervision of a teacher coordinator and the employer.

Specific procedures and legislation about work experience programs are provided in the **Work Experience Program: Teacher Resource Manual, Junior and Senior High School** (1990), and the **Alberta Education Policy Manual** available from the **Learning Resources Distributing Centre, 12340 – 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

★ Source—*Guide to Education: Junior High School Handbook 1991-92.*

† Source—*Guide to Education: Senior High School Handbook 1991-92.*



# WORK EXPERIENCE EDUCATION, ALBERTA EDUCATION POLICY

## BACKGROUND

Work experience education provides an opportunity for students to apply, in the workplace, knowledge, skills and attitudes acquired through the course work. Work experience education is viewed as a partnership of student, school and employer, with the school and the community combining resources to provide opportunities for students to discover their career interests and aptitudes in meaningful work activities, situated in community-based work stations and sites. Work experience education includes work study and work experience.

## POLICY

In order to help students grow in knowledge, skills and attitudes and provide practical experiences related to life skills and career opportunities. Alberta Education supports work experiences delivered through school-community partnerships.

## DEFINITIONS

In this policy,

- 1 "work study" means experiential learning integrated with a course undertaken by a junior or senior high school student:
  - (a) as an integral part of an approved school course or program, e.g., Word Processing 30, IOP, etc.,
  - (b) which is under the cooperative supervision of a teacher-coordinator and the employer, and
  - (c) where no additional credit is given; and
- 2 "work experience" means experiential learning undertaken by a senior high school student:
  - (a) as an integral part of a planned school program;

- (b) which is under the cooperative supervision of a teacher-coordinator and the employer; and
- (c) which constitutes a separate course based on 25 hours per credit.

## LEGISLATION

### School Act

- 37(1) A board may approve a work experience program for its students to attend.
- (2) Subject to the regulations, a board may enter into an agreement with a person to provide a place of work and facilities for students who are attending a work experience program.
- (3) When a board directs a student to attend a work experience program, it shall obtain the consent of
  - (a) the student's parent or, in the case of a student who is 16 years of age or older, the student, and
  - (b) the Minister.
- (4) For the purposes of section 8, a place of work or facility shall be deemed to be a school during the time the student is in the place or facility under the work experience program.

### Employment Standards Code, S.A., 1988, Chapter E-10.2

- 75(1) Subject to subsection (3), no person shall during normal school hours
  - (a) employ, or
  - (b) permit to work on his premisesa child who is required to attend school under the School Act.

(2) Subject to subsection (3) and the regulations made under subsection (4), no individual under the age of 15 years shall be employed without the written consent of his parent or guardian and the approval of the Director.

(3) Subsections (1) and (2) do not apply to an individual under the age of 15 years

(a) who has been excused from school attendance under the **School Act** for the purpose of vocational training through employment, or

(b) who is enrolled in a work experience program approved under the **School Act**....

**Worker's Compensation Act, S.A., 1981,  
Chapter W-16**

147(2) The Lieutenant Governor in Council may, in respect of persons to whom this Act does not apply, make regulations

(a) authorizing the [Worker's Compensation] Board to make orders declaring that the Act applies to any class to those persons;

(b) designating those classes of persons in respect of whom the [Worker's Compensation] Board may make an order under a regulation made under cause (a);

(3) Where the [Worker's Compensation] Board makes an order under a regulation made under subsection (2)(a) declaring that this Act applies to a class of persons, the persons in that class are, for the purposes of this Act, considered to be workers employed by the Government of Alberta.

**Worker's Compensation Act, Alberta Regulation 427/81  
Persons Considered to be Workers Employed by the  
Government of Alberta**

7(1) The [Worker's Compensation] Board may make orders declaring that the [Worker's Compensation] Act applies to the following classes of persons:

(e) students registered in a secondary school while they are attending and participating in a work experience program or the practical experience part of a work-related program, including courses in industrial education and home economics, if the program has been designated as such by the secondary school and approved by the [Worker's Compensation] Board.

**PROCEDURES**

1 Boards offering work experience education shall develop, keep current, and implement written policy and procedures consistent with provincial policy, regulations and procedures.

2 The board shall be responsible for course content, instructional practice and evaluation.

3 Work experience education approved by the board:

(a) shall specify learner expectations for each student;

(b) shall ensure student eligibility to obtain credit if work experience or work study is terminated by the employer;

(c) shall provide an in-school job orientation and debriefing; and

(d) may be undertaken at one or more work stations and/or sites.

- 4 Work experience education shall be supervised by a teacher who shall:
  - (a) approve suitable work stations and/or sites;
  - (b) obtain the consent of the parent or, in the case of a student 16 years of age or older, the student;
  - (c) validate the learner expectations and establish, in cooperation with the work site supervisor, evaluation criteria for each student;
  - (d) ensure that work experience agreements and other relevant forms involving students, parents, work site supervisors and the employer are completed and filed at the school;
  - (e) supervise the students on-site at least once in every placement; and
  - (f) ensure that instructional practice fits the needs of the student.
- 5 A work station and/or site may be deemed appropriate where:
  - (a) it conforms to applicable legislation, such as the Employment Standards Code, the Labour Relations Code, the **Occupational Health and Safety Act**, the **Labour Act (Canada)**, Workplace Hazardous Materials Information System and local and provincial health, safety, and building standards;
  - (b) the student does not replace a regular worker;
  - (c) there are a variety of appropriate learning experiences offered; and
  - (d) adequate supervision is provided.
- 6 A parent and a student shall be informed that a student in work experience education is deemed to be an employee of the Government of Alberta, and in the event of an accident is covered by Worker's Compensation and, therefore, is unable to sue the employer.

7 Boards may carry insurance or agree to indemnify the employer against loss resulting from any intentional or negligent acts of a student, unless such intentional or negligent acts or omissions are at the direction of, or occasioned by the employer, his employees or agents.

8 Work experience education shall take into consideration the expectations of the community in which the work experience and/or work study is being offered. Work experience and senior high work study shall take place between 7 a.m. and 10 p.m. Monday through Saturday. It is recommended that junior high work study take place between 8:30 a.m. and 4:30 p.m., Monday through Friday.

9 Where a board directs a student to a work experience program the board shall either:

- (a) obtain the consent of the Minister under section 37(3)(b), or
- (b) be authorized by the Minister under section 237 of the Act to approve a work experience program, provided that
  - (i) a board motion is in place; and
  - (ii) local policy and procedures have been approved by the Regional Office of Education, Alberta Education.

## REFERENCES

Guide to Education: Junior High School Handbook

Guide to Education: Senior High School Handbook

Work Experience Manual



# SUGGESTIONS FOR ORGANIZING A JOB SHADOW ACTIVITY

## 1. Contacting Employers

A. By mail introduce the program at least **three weeks** in advance, to ensure enough time for approval by management. The following might be included in the letter:

- information about the course, level, and age of students
- goals of the job shadow activity
- description of the activity
  - date and time that students will be at placement
  - description of follow-up assignment (enclose student assignment sheet if possible)
- information regarding liability in case of accident or illness; it is important that you be aware of the **coverage** by the school board and make any necessary arrangements for the coverage to continue while the students are at their placement
- a date when you will be phoning the employer to answer any questions and see if he or she is willing to participate
- a number where you may be reached for more information.

B. By phone, **one week** before the assignment date, to see if he or she is able to accommodate students.

On an **EMPLOYER PROFILE** sheet, record:

- name of employer, address
- name of contact person, position, phone number
- number and positions of placements
- arrival and departure times for students (restaurant staff commonly starts at 10:30 or 11:00 a.m. for lunch

and finish by 3:00 p.m., so the day will be shortened for students at such locations)

- entrance location, directions for finding contact person
- suggested dress
- any specific comments or requests made by the employer (i.e., behaviour, hair, special clothing or footwear).

Review with the employer expectations of students and confirm a phone number where you may be contacted on the day if necessary. Let them know you will be in touch following the assignment for comments and reactions to the visit.

## 2. Preparing Students

A. Assign students available positions, taking into account:

- student personality—introverted/extroverted, responsibility
- student experience, interests
- student's home address and method of transportation, especially for assignments that begin early in the morning.

B. Inform students of their placements. Hand out a **JOB SHADOW WORKSHEET** to each student, reviewing information regarding employer and special comments.

Remind students to plan to arrive 10 minutes before the stated time, to find parking, or to make proper bus connections. It may be necessary for them to call Transit Information to obtain the required information.

- C. Discuss expectations of students, including rules of etiquette and responsibility on the job. Some suggested items are included on the **JOB SHADOW EXPECTATIONS** sheet.

Other topics to cover include:

- what to do if student is ill or in some way delayed on the day of the assignment
- what to do in case of discrepancy between the stated assignment and what they actually find when they arrive
- possible things to do if they are forced to spend time waiting for a supervisor or for their assigned employee—suggestions to observe everything that goes on, not just what they are directly involved in.

### 3. On Assignment Day

Be available in case someone needs to contact you for any reason. Deal with students who were not able to participate in the assignment because of absence, previous behaviour, etc.

It is important that students see Job Shadow assignments as a privilege for those students who are truly professional, responsible, and able to deal courteously with guests and colleagues.

### 4. Follow-up

- A. Students: Have students submit completed **JOB SHADOW WORKSHEET** and any other work related to the visit.

Take time for students to share their experiences, positive and negative. If possible allow for dialogue to share alternatives, ideas, and suggestions for dealing with such experiences.

Have students write thank you letters to the people with whom they worked.

- B. Employers: Phone employers for feedback on the assignment in general and any specific comments on the student(s) he or she dealt with. Record ideas or comments on Employer Information Sheet for future reference.

# EMPLOYER PROFILE

Name of Company \_\_\_\_\_ Phone \_\_\_\_\_

Contact Person/Position \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_

Directions:

Dress:

**Job Shadow #1**

Date \_\_\_\_\_

| Position | Time | Employee | Comments | Student |
|----------|------|----------|----------|---------|
|          |      |          |          |         |

Follow-up:

**Job Shadow #2**

Date \_\_\_\_\_

| Position | Time | Employee | Comments | Student |
|----------|------|----------|----------|---------|
|          |      |          |          |         |

Follow-up:



St. Joseph High School  
10830 - 109 Street  
Edmonton, Alberta  
T5H 1C2

September 13, 1991

Graham Giffen  
Human Resources Manager  
Hilton International Edmonton  
10235 - 101 Street  
Edmonton, Alberta  
T5J 3E9

Dear Mr. Giffen:

This year, we at St. Joseph High School are piloting a Tourism Studies course at the grade 10 level. The course introduces students between the ages of fifteen and seventeen to various forms of travel, accommodation, food service, and attractions available to visitors in our province and the rest of the world. The idea stemmed from the need in Alberta for more knowledgeable, motivated employees in a growing industry. Topics covered include types of business, service, and careers within each sector.

A major goal of the course is to allow students to explore the various opportunities in the tourism industry, as a temporary job during or after high school, or a lifetime career involving post-secondary education and management training.

The Job Shadowing component of the course allows students to study people in their normal work environment. October 4 and November 29 have been tentatively booked as Job Shadow days for this semester.

We are currently looking for employers within the tourism industry who are willing to accommodate one or more of our students for job shadow assignments. Because of the good reputation of your company, we feel the Hilton would be an ideal placement. The following information may be of help to you in determining whether or not you are able to accept one or more of our students.

The student(s) who are assigned to your hotel will arrive at a mutually convenient time and be assigned to one of your employees. This could be a front line position or management, whichever you feel is most suitable. The student will spend the day with that employee, observing him or her on the job and noting duties, responsibilities, personal qualities, etc. which relate to the position. Upon his or her return to school he or she will be expected to complete an assignment relating to the experience.

While the student is at the Hilton, you are his or her supervisor. The student is to report to you and follow your instructions. I will be at the school throughout the day and will be available by phone at any time should any question or concern arise.

Employers are usually interested in liability in case of accident. As the student is on a school-organized outing during school time, the School Board's accident insurance coverage is in effect.

I will be contacting you by phone in the week of September 23 to confirm details regarding the availability of positions at the Hilton. In the mean time, if I can be of help, please do not hesitate to contact me at 426-2010, or Fax 425-1408.

I look forward to speaking with you in the near future.

Sincerely,

Martha Robinson  
Teacher - St. Joseph High School

## JOB SHADOW WORKSHEET

- Name \_\_\_\_\_ Date \_\_\_\_\_
- Company Name \_\_\_\_\_ Phone \_\_\_\_\_
- Address \_\_\_\_\_ Position \_\_\_\_\_
- Name of Employee \_\_\_\_\_ Position \_\_\_\_\_
- Contact \_\_\_\_\_ Time \_\_\_\_\_
- Location \_\_\_\_\_
- Describe the appearance and clothing of the person, being sure to mention any special clothing required for the job.
  - During a normal work day, does this person work mainly with
    - other workers?
    - visitors at the facility?
    - people outside the facility?
    - equipment?
  - Does this person regularly use the telephone? If so, with
    - guests?
    - outside people?
    - co-workers?
  - Does this person use specialized equipment? If so, which?
  - Describe two ways in which this person accommodates individual travellers' needs.
  - Describe two problems or concerns this person had to deal with during the day and how he or she did so.
  - List safety equipment which you observed in the work area. Who in the department is trained to use it?
  - Who is this worker's supervisor (position)? Does this person supervise anyone?
  - Describe how this person is involved in promoting the facility or service.
  - Describe the daily responsibilities of this person.

## JOB SHADOW EXPECTATIONS

- Be on time. Arrive at your facility at least 10 minutes early and ask for your contact person.
- Dress appropriately. You will know beforehand if you need any special clothing. Otherwise, wear clean, presentable clothing and have your hair combed. Be sure to wear comfortable shoes, as you may be doing a lot of standing or walking.  
Unless told otherwise:  
**No jeans      no running shoes      no shorts, short skirts.**  
And absolutely no chewing gum!
- It is a good idea to bring a lunch, as there may not be anywhere nearby to buy lunch, and people often eat on the job.
- Be **courteous, enthusiastic, and responsible.** Remember that you are representing St. Joseph as well as yourself. Since this is the first time we are doing something like this, your attitude and behaviour will affect the possibility of being welcomed at these facilities again.  
Once you are at your facility, your contact person becomes your boss. Do as he or she says. Don't argue. If there is a problem, keep it to yourself and share it with Mrs. Zolner, Mr. Sykes, or Mrs. Robinson when you return to school.  
**Consider this a new job or a possible job, and leave the best possible impression with everyone you meet!**

## INSTRUCTIONAL STRATEGIES

Instructional strategies employed in tourism studies should develop basic and transferable career skills including problem solving, decision making, effective communication, responsibility, and enterprise and innovation. As well, students will develop a team work philosophy through a wide range of group and class activities, both of practical industry application and of a more general social and citizenship value.

The classroom environment should provide opportunities for students to experience and enhance these lifelong career competencies through a process or active learning approach.

Suggested instructional strategies:

- personal journals/logs
- role play
- group discussion
- group projects
- oral reports
- group decision making
- opinionnaire
- independent research
- term papers/essays
- experiments
- strategic thinking
- debates
- panel discussions
- interpreting data
- brainstorming
- developing plans
- simulations
- work sheets
- field trips
- demonstrations
- audio tapes
- videotapes
- computer application
- collecting facts
- displays
- scrapbooks
- posters/pamphlets
- values clarification
- generating alternatives
- case studies
- guest speakers
- contracts
- interviews
- brainstorming
- media presentations
- cooperative learning

## USING SMALL GROUPS AS AN INSTRUCTIONAL STRATEGY

*The following excerpt is taken from Project Real World, a publication of the Federal/Provincial Consumer Education and Plain Language Task Force.*

Small group learning units are a good way to increase teacher and student communication.

Small groups increase flexibility and help students adopt more independent and responsible learning methods and become more self-disciplined (Stanford 1977).

With small groups, students can become active participants in the classroom, and more motivated to achieve.

The purpose of small group learning is to share information, solve problems, make decisions or help each other learn content or process.

### Tips for using small groups:

1. Use groups of 4 to 8 students.
2. Provide space with proper furniture and good acoustics.
3. Make sure that group leaders fully understand their role.
4. Make sure that group members fully understand their role.
5. If necessary, give students background information on the topic being discussed.
6. The topic should stimulate thinking and help students realize that any number of "correct answers", and a variety of legitimate viewpoints can exist.



7. Give students clear objectives. What is the purpose? (You may wish to have students define the objectives.)

8. The classroom climate should be friendly and nonthreatening. Group members need acceptance, trust and security so that they can contribute freely, without teacher or other pressure or censure.

### **Kinds of Small Groups**

Depending on what you want to do—what your topic or task is for the students—there are different types of small groups you can use:

#### **1. Discussion Group**

- A discussion group encourages students to become involved with their peers. It recognizes the importance of being able to work with others.
- The teacher must provide students with sufficient background information for the discussion of a clear understanding of the objectives.
- This is a good way to handle classroom, community or national issues.

#### **2. Brainstorming Group**

- Brainstorming is a fun way to encourage creative thinking and problem solving.
- It stimulates individual student's participation and is nonthreatening so can draw out shy students.
- Students, in a set time, are asked to come up with as many ideas or suggestions on a topic as they can.
- Quantity of ideas is desired, freewheeling is effective and hitchhiking on their group or individual ideas is permitted.
- Judgement is deferred until the end and criticism is not allowed.
- This is a good way to introduce students to other small group work.

#### **3. Buzz Group**

- Small clusters (4 to 7 students) are grouped for a short time (5 to 10 minutes) to seek the solution to an issue or problem.
- A recorder and leader are chosen quickly in each group.
- Alternatives to the issue are sought. The pros and cons of these are considered, agreement is sought and a solution is proposed.
- Teachers can use buzz groups on many occasions in the classroom. For example, when an issue is raised during a lesson, you can announce a buzz group session to explore it.

#### **4. Think-Pair-Share Group (Lyman, 1985)**

- This method extends students' thinking and interaction.
- The teacher begins with a short presentation on the topic. To encourage students to consider more fully what was explained, the teacher poses one question and asks students to spend a minute or two thinking along about the issue.

- Students are then assigned to pairs to share what they were thinking. One student makes a statement and the other must paraphrase it until the position of the student who made the statement is understood. This is followed by a reversal of the statement-maker and paraphraser roles.

- Students (pairs) then report back to the whole group or other pairs.

#### **5. Problem-Solving Group**

- Group members, in a systematic way, seek the solution to a problem.
- Problem-solving groups are based on the "Scientific Method".

The steps are:

- **problem definition**,
- **brainstorm the likely causes of the problem**,
- **decide the most likely cause**,
- **brainstorm potential solutions**,
- **select the most likely solution** (based on determination of pros and cons of alternatives), and
- **decide when and how to implement the solution**.

#### 6. Tutorial Group

- Tutorial groups are set up to help students who need help or additional practice or for students who can benefit from enrichment.
- A tutorial group is led by the teacher or by a student.
- Greater attention to individual needs is possible and students can participate more actively when tutorial groups are used.

#### 7. Laboratory Group/Investigative Group

- A laboratory group is formed to complete a project, do an experiment, or practice something that has been presented by you.
- A common example is a chemistry laboratory group.

#### 8. Role-Playing Group

- In a role-playing group, each group member is assigned a role to assume on a controversial topic.
- Students may or may not agree with the stance they have been given to present or defend.
- A role-playing group can bring out all sides of an issue or help students learn to understand the ideas or feelings of others.

#### 9. One-Three-Six Group

- The one-three-six group method can be used at almost any time during a lesson.
- Students are asked, as individuals, to record their opinion on an issue. Then each student is asked to join

two other students (form groups of three) and come to an agreement.

- Two groups of three join and seek consensus.

#### 10. Panel, Symposium, Forum, Dialogue and Round Table

- Rather than the teacher presenting information and ideas through lectures, assigned questions or readings, students can play an active part in their learning.
- This can be done by setting up a:
  - **panel** (a group of students discuss a topic before a class—chaired by either the teacher or a student),
  - **committee** (a group of students learn about a topic and report),
  - **symposium** (several students become “experts” in a topic and give brief presentations to the class),
  - **forum** (a class discussion in which a problem is explored through questions and answers and short statements under the guidance of a chairperson),
  - **dialogue** (two people discuss a topic in front of the class).
- Students find these methods motivating. The teacher can provide a summary to ensure that content is organized, correctly understood and that it links to what is being studied.

#### 11. Value-Clarifying Group

- Groups are presented with a value-laden topic.
- Each group is asked to find a number of solutions, discuss the pros and cons of these alternatives and decide.
- The idea is for students to clarify their values and learn to understand and tolerate the values of others.
- Value-clarifying groups should be used with care.
- This is a controversial method. Some educators believe it to be motivating and invaluable for developing critical thinking skills; other believe the approach to be superficial and laden with inadequacies and problems.

## The Teacher's Role In Small Groups

- Communicate objectives, select the topic or assignment and ensure the task is understood.
- Decide the size of the group.
- Assign the students to groups.
- See that the room is arranged to accommodate group work.
- Provide appropriate materials.
- Set the period for completion of the task.
- Inform the group of the behaviour expected and teach interpersonal and group skills.
- Act as a resource person and monitor.
- Intervene as necessary to solve problems or to teach group skills.
- See that group effectiveness is monitored.
- Evaluate the product of the group and the individuals in it.
- Encourage a classroom climate that is nonthreatening and friendly.

## The Students' Role In Small Groups (Stanford and Rourke, 1974)

- **Initiator**—gets discussion underway, helps the group organize, and keeps it moving toward the goal.
- **Contributor**—offers opinions, facts, anecdotes, or examples that could help the group solve the problem.
- **Clarifier**—helps make sure that the terms, the problem and contributions by group members are understood by all. If needed, the clarifier suggests that added information be sought.
- **Summarizer**—helps keep discussion relevant and to the point by bringing together and summarizing what has been discussed or learned to date. The summarizer also makes sure that everybody in the group understands where the group stands on an issue.
- **Evaluator**—keeps track of how well the group is progressing in its task and tactfully points out problems the group is having in working together.
- **Encourager**—facilitates participation by listening carefully, being friendly, complimenting members for their contributions and inviting participation.

- **Harmonizer**—is the peace-keeper, the “one who throws oil on troubled waters” by relieving tension (perhaps through humour), settling disputes, helping the group work out disagreements and suggesting compromises.

## Characteristics of Effective Group Members

Teach members to:

- be on time and attend all group sessions
- take an active part and contribute information and ideas
- contribute to group maintenance
- have a positive, rather than negative or critical approach
- listen when others speak, be empathetic and hear others out
- respect and interact with other members
- respect individual differences
- avoid prejudice and keep biases out
- seek, and be open to, the ideas and suggestions of others
- encourage non-contributors to take part
- accept responsibility for the consequences of their behaviour
- be sensitive to the feelings and concerns of others
- avoid self-serving, judgmental, blaming, grandstanding or storytelling behaviour
- be genuine and open
- support others and help them articulate their ideas
- help the group by summarizing, clarifying, mediating, praising and encouraging
- use problem-solving, decision-making, and conflict resolution frames of reference
- act as group leader, recorder, or group effectiveness monitor as appropriate.

The duties of the group leader are to:

- see that the “problem” is clarified
- get discussion started
- keep discussion moving
- see that all phases of the problem are brought out
- keep discussion on topic
- encourage full participation and draw out “non-talkers”
- be objective
- rephrase, clarify statements or have others do this



- see that summaries or conclusions are made
- see that all members are treated with respect
- respect the confidence of the group
- report, or see that the thoughts of the group are fairly reported.

The duties of participants are to:

- contribute a reasonable quantity of ideas and experiences
- keep prejudices out (at the very least, recognize them as such)
- keep on topic
- avoid "story-telling" and engaging in long, drawn-out arguments
- avoid making speeches to show off
- help phrase ideas and statements
- show respect for the ideas and opinions of others
- confine the argument to ideas and not engage in personal attacks
- help make summaries and reach a conclusion
- act as recorder or discussion evaluator as assigned.

#### **Advantages of Using Small Groups**

1. **Increased resources.** "Two heads are better than one." A group has access to more information and has a broader background than does any individual. More insights are likely to occur. A group can create more ideas.
2. **Members are often stimulated by others.** Members may be motivated to help the group succeed for social approval reasons. "Ideas beget ideas." "Hitchhiking" occurs (i.e., what one person thinks of or says may prompt an idea in another person, or suggestion by one person may be improved or extended by another).
3. **Better decisions can result.** Groups can produce better decisions than students working separately. Ideas can be clarified, refined, combined and evaluated through the interaction of group members; therefore, decisions should be superior.

4. **Group members may have a stronger commitment.** If group members help hammer something out, they tend to feel a stronger commitment to accept the result and follow through.
5. **Students are more actively involved.** Participation is more likely to be active rather than passive. This increases motivation, participation, learning, retention and commitment.
6. **Personal and social learnings take place.** Increased understanding of self, others and group processes can result. Interpersonal and social skills can be improved and an increased self-concept can result. Prejudices can be reduced. Students gain insights into the attitudes, reactions and sensitivities of others and may examine and modify their behaviour. Ability to contribute rationally and constructively can be improved.
7. **Peer teaching is advantageous.** Studies confirm that peer teaching is powerful. Some things are learned better and faster when taught by peers. Ideas are put in "student language" rather than "teacher language", examples and explanations used by peers are often more relevant to students than teacher or text examples.
8. **Learning may be deepened.** Often material is easily forgotten since it often is just memorized and not really understood when direct teaching methods are used. When small groups are used it is more likely that students will understand the thinking skills or processes involved. When this occurs, learnings are more likely to be transferred to new situations.

## Limitations of Using Small Groups

1. **Group decision making takes time.** More time is required for decision making or planning when it is done by a group than when it is done by an individual. The views of all must be heard and disagreements may occur that take time to resolve. No doubt, more material can be covered through methods such as lectures.
2. **Time may be seen to be wasted.** Discussions, if not well conducted, not only take time, they can waste it. Without able guidance or the use of group skills, discussion can wander, be misled, concerned with trivia, or lack of conclusiveness.
3. **Convictions may be suppressed.** Some members may conform just to avoid confrontation or risk censure. Less aggressive students may not be given a chance to present their ideas.
4. **Some tasks are better done by individuals.** Routine or simple tasks, or information acquisition may be better done by individuals.
5. **Talk may be substituted for action.** "Visiting" may take precedence over productivity. In some situations, groups may tend to be indecisive since no one person is solely responsible for action. One or two individuals may do all the work and other members may merely "ride on their coat tails".
6. **Some students prefer to work alone.** Unless the benefits of group work are taught, some students may rather work alone. They may feel they can learn better alone. Some individuals may be shy, lack social skills, or feel they will not be accepted.

Most of these disadvantages can be overcome by effective use of the small group teaching method. This, of course, requires careful planning, instruction and monitoring.

### Assessing Small Group Effectiveness

You can tell if a group is going well. The climate is positive, people are on task and seem to be enjoying themselves. Everybody seems involved and discussion does not "drag".

You can assess how well a group is going by asking key questions. These can form the basis of making the group more effective. You can ask yourself why a particular pattern or behaviour occurs and what you can do about it.

#### 1. Influence and Leadership

- Does anybody seem left out?
- Does somebody dominate?
- Is there rivalry?

#### 2. Communication

- Who do people look at when they talk?
- Who talks to whom? How long? Who interrupts?
- Are there sub-groups (cliques)?
- What is the style? (questions, gestures, statements, tone of voice)

#### 3. Decision Making

- How are decisions made? Consensus? Voting?
- How do members react to the decisions made?

#### 4. Atmosphere

- Is the climate happy? Tense? Apathetic?
- Does the group stay on topic?
- Are efforts made to include and respect all?

# GUIDELINES FOR STUDENT EVALUATION

Assessment of student achievement in tourism studies is similar to other process or active learning classes. Strategies used in business education, career and life management, home economics, industrial education and vocational education may also be applied to tourism studies. The following guidelines should be considered when developing criteria for evaluating student achievement:

- evaluation should be consistent with student evaluation guidelines established by the local school board and school
- planning for student evaluation should occur at the program planning stage
- students should be aware of the course expectations and the short-term and long-term evaluation procedures at the BEGINNING of the course
- evaluation should include formative and summative procedures
- standards should be reasonable
- all the objectives outlined in the curriculum should be reflected in the evaluation criteria
- mark allocations should be proportional to the time spent on the learning expectation.

## YEARLY EVALUATION PLAN

There are many ways to assess student achievement. The following strategy has been developed based on the basic principle that effective evaluation allocates marks, as much as possible, in proportion to the time spent on a particular module, topic or specific learner expectation.

| Sample Year Evaluation – Plan I  |     |
|--|-----|
| Class participation/effort, class activities, worksheets, quizzes              | 20% |
| Module projects, 10% each  |     |
| Career Research  |     |
| Tourism Promotion  |     |
| Impact of Tourism  |     |
| Theme Project I  | 50% |
| Theme Project II   |     |
| Final examination  | 30% |
| Sample Year Evaluation – Plan II   |     |
| Class activities/effort, participation, worksheets, quizzes, unit examinations | 30% |
| Career research or career profiles   | 15% |
| Workplace logbook  | 5%  |
| Portfolio of Tourism Activities  | 30% |
| Final examination/research project   | 20% |

## PROJECT ASSIGNMENTS

Projects can be a very useful way to allow students the opportunity to express their learning in unique ways. Group projects also allow the students to develop skills of cooperation, responsibility and communications.



The following sample outline of a project assignment provides a framework of headings for five essential components of a good project.

### PROJECT ASSIGNMENT SHEET

**Topic Choice(s):**

Assign a specific topic, provide a group of topics from which students can select, or allow students to propose their own topics within the general subject area.

**Objectives:**

Provide a short list of specific objectives, for both the project and student learning related to the project. These objectives should be stated in student terms.

**The Task:**

Include in the task description what the students may do, how they might do it, where the work will be done and what form the completed project might take. Be very explicit about what is expected.

**Due Dates:**

Preliminary Dates:

Indicate several dates for each teacher/student consultation, peer discussion and consultation, and progress report.

Final Submission Date:

**Criteria for Evaluation:**

Include the specific criteria directly related to the stated objectives upon which the projects will be evaluated. The criteria should state the percentage of total marks.

Adapted from: *Making the Grade: Evaluating Student Progress*. R.J. Coinfield. Available from the Learning Resources Distributing Centre, Code #OES01001.

### CONTRACT ASSIGNMENTS

Contract assignments are a method of evaluation which allows the student to select, plan and execute the project(s) that are most applicable to them. The teacher provides a list of suggested projects with expected requirements and weightings for each. The list of suggested projects includes a wide variety of activities for the student to choose. This method of evaluation is particularly useful when there is wide range of learning abilities and interests in the classroom. Advantages of this method are:

- students can individualize their assignment choosing those topics and techniques that are suited or of interest to them
- accommodates individual differences. Students who are artistic can choose to make a poster while an academic student can choose a research paper
- students make decisions based on what appeals and applies to them, what mark they want to work for, how much time they have for the assignment, what resources they have
- students accept and work towards the mark they contract for. This put the responsibility on the student as compared to the teacher
- students are more enthusiastic about their assignment and do better work on them
- students have a greater opportunity to succeed and therefore take pride in their accomplishments.

Limitations and guidelines to follow:

1. Include a wide variety of projects: written, research, artistic, non-written, scrapbook, comparison, musical.
2. List a wide range of student personal involvement projects i.e., self-awareness essay vs biography of a famous person.
3. Explain in detail what is expected for each project.
4. Rate and group the weighting of projects based on the amount of time needed to complete the work.
5. Explain that the possible grade is the maximum grade, if the project does not meet the requirements it will not get the maximum grade.

## PROGRAM SUPPORT/RESOURCES

### PRINT AND AUDIO VISUAL

The following print and audio-visual resources have been identified to support this field test:

*Food Safe: A Sanitation Program for Food Handlers.* Richmond, B. C.: Magic Lantern Film Distributors Ltd., 1986.

Series of twelve video tapes  
Instructor's manual

Timmons, Veronica. *Tourism and Travel: Focus Canada: A Guide to Canada's Tourism Industry and its Careers.* Third edition. Vancouver, B.C.: Timmons and Associates, 1987.

Student text  
Instructor's manual (1990 edition)  
Computer disk

Wight, P. *Tourism in Alberta.* ECA88-PAC/CS-S4. Edmonton, AB: Environment Council of Alberta, 1988.  
A discussion paper prepared for the Alberta Conservation Strategy Project.

### SUPPORT AGENCIES

Alberta Tourism Education Council  
1700 Standard Life Centre  
10405 Jasper Avenue  
Edmonton, Alberta  
T5J 3N4  
Telephone: 422-0781  
Fax: 422-3430

- Responsible for development and implementation of certification standards for tourism occupations.
- Can provide information regarding training and further education programs operating in Alberta.
- Can provide names of tourism resource people for career days or classroom visits.

Alberta Tourism  
Industry Services Branch  
3rd Floor, 10155 - 102 Street  
Edmonton, Alberta  
T5J 4L6  
Telephone: 427-7612  
Fax: 427-2852

- Responsible for development and coordination of the *Alberta Best* program. These seminars are designed to increase tourism awareness and develop professional qualities of customer service.
- Can provide tourist information for all tourist zones and centres of interest in Alberta.

## PERIODICALS/JOURNALS

Where budgets allow, the teacher should consider having the school librarian subscribe to periodicals and journals that could be used as student and teacher resources. These sources often offer the most current information available. Listed below are some titles that may be useful to tourism studies teachers.

*Alberta Past*. Edmonton, Alberta: Historical Sites and Archives Service of Alberta Culture and Multiculturalism (8820-112 Street, Edmonton, Alberta, T6G 2P8).

There is no charge for a subscription. *Alberta Past* is published four times a year and features articles and promotion advertisements, historical and cultural attractions throughout Alberta.

*Canadian*. Toronto, Ontario: Inside Guide Magazine Ltd. (111 Avenue Rd., Ste. 807, Toronto, Ontario, M5R 3J8).

Published 12 times a year, yearly subscriptions, \$26.75. *Canadian* is the inflight magazine of Canadian Airlines International and its regional partners.

*enRoute*. Toronto: Airmedia, Division, Southam Printing Ltd. (Airmedia, 150 John Street, Suite 900, Toronto, Ontario, M5V 3E3).

Published 12 times a year, yearly subscriptions, \$24, single copies, \$2. *enRoute* is the inflight magazine of Air Canada and its connector partners.

*Heritage Link*. Edmonton, Alberta. (205, 10110 - 82 Avenue, Edmonton, Alberta, T6E 1Z4).

Published four times a year, yearly subscriptions \$12. *Heritage Link* is an informative, educational, colourful publication featuring articles about Alberta's multicultural population.

*Storyteller*. Edmonton, Alberta: Provincial Museum of Alberta. (12845 - 102 Avenue, Edmonton, Alberta, T5N 0M6).

This free newsletter is published every two months. *Storyteller* tells the story of Alberta's natural and human history while presenting the activities and priorities of the Provincial Museum.

*National Geographic Traveler*. (ISSN 0747-0932) Washington, D.C.: National Geographic Society (1145 - 17th Street, N.W., Washington D.C. 20036).

Published bimonthly, yearly subscriptions are \$22.35 in U.S. funds. *Traveler* is an educational, colourful magazine of the National Geographic style.

*Westworld Magazine*. Burnaby, British Columbia: Canada Wide Magazines Ltd. (#401 - 4180 Loughheed Hwy, Burnaby, B.C., V5C 6A7).

Published six times a year, yearly subscriptions are \$5 and is free to Alberta Motor Association members. An informative colourful magazine featuring articles about Canadian and international destinations.



# ALBERTA TOURISM EDUCATION COUNCIL STANDARDS AND CERTIFICATION IN ALBERTA

The following documents outlining standards for various occupations in tourism are available from Alberta Tourism Education Council, 1702 Standard Life Centre, 10405 - Jasper Avenue, Edmonton, Alberta, T5J 3N4, at cost of \$25 each.

## STANDARDS IN PRINT

|                          |                                      |
|--------------------------|--------------------------------------|
| Food and Beverage Server | Attitude and Awareness               |
| Bartender                | Wine Steward                         |
| Maitre d'                | Sales Manager                        |
| Host/Hostess             | Director of Sales and Marketing      |
| Front Desk Agent         | Supervisor of Life Operations (PRIT) |
| Guest Services Attendant |                                      |
| Kitchen Helper (STEC)    |                                      |

## STANDARDS IN PROGRESS

Room Attendant (HNL)  
Events Coordinator (STEC)  
Tourism/Visitor Information Counsellor (C/ATA)  
Tourism/Visitor Information Centre Supervisor (C/ATA)  
Manager of Golf Operations (C/ATA)  
Leisure Facilities Manager (C/ATA)  
Lift Operator (C/ATA)  
Ski Patrol (C/ATA)  
Catering Functions Supervisor (STEC)  
Catering Functions Manager (STEC)  
Slope Grooming Operator (C/ATA)  
Ski Area Supervisor (C/ATA)  
Ski Rental Shop Clerk/Repair Shop Technician (C/ATA)  
Ski Area Guest Service Representative (C/ATA)  
Ski Area Manager (C/ATA)  
Snow Making Operator (C/ATA)  
Ski Area Retail Clerk (C/ATA)  
Hostel Manager (C/ATA)

## CERTIFICATION

### Open:

Food and Beverage Server  
Bartender  
Maitre d'  
Host/Hostess  
Sales Manager  
Director of Sales and Marketing

### Opening In 1991/1992

Wine Steward  
Front Desk Agent  
Guest Service Attendant  
Room Attendant

Key to developing jurisdiction/funding source:

- C/ATA - Canada/Alberta Tourism Agreement
- STEC - Saskatchewan Tourism Education Council
- PRIT - Pacific Rim Institute of Tourism
- HNL - Hospitality Newfoundland and Labrador



# **SUGGESTED INSTRUCTIONAL STRATEGIES AND LEARNING ACTIVITIES**





# MODULE: NATURE OF THE INDUSTRY

| Concept                                | Specific Learner Expectations  | Resources  | Learning Activities  |
|--|--|--|--|
| Structure of the Industry<br>(4 hours) | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>define the terms:               <ul style="list-style-type: none"> <li>tourism</li> <li>tourist</li> </ul> </li> <li>identify the different sectors of the industry and describe the infrastructure that connects them</li> <li>describe the organizational structure of the tourism industry and explain the role of:               <ul style="list-style-type: none"> <li>government</li> <li>zone associations</li> <li>industry associations</li> <li>local associations</li> <li>private sector operations.</li> </ul> </li> </ul> | <p>Alberta Tourism</p> <ul style="list-style-type: none"> <li>zone maps</li> </ul> <p>Alberta in all Her Majesty, video<br/>Alberta Tourism</p> <p>Career Awareness, video, ATEC</p> | <p>Guest speaker from local tourism association talks about tourism association roles and activities.</p> <p>Students visit a large tourism facility and investigate services available to support the traveller:</p> <ul style="list-style-type: none"> <li>airport</li> <li>hotel</li> <li>attraction.</li> </ul>  |
| Travel Motivators<br>(5 hours)         | <ul style="list-style-type: none"> <li>compare the history and development of tourism in Canada with that of other countries of the world</li> <li>describe and discuss the various visitor characteristics:               <ul style="list-style-type: none"> <li>geographic</li> <li>demographic</li> <li>psychographic</li> <li>socioeconomic</li> </ul> </li> <li>describe various motivating factors for travel</li> <li>discuss tourism statistics and describe travel trends</li> <li>identify and explain the factors that influence travel choices.</li> </ul>   |  | <p>Students develop a interview questionnaire and interview travellers of different ages about their travel motivators and choices.</p> <p>Students analyze and discuss traveller/vacation case studies:</p> <ul style="list-style-type: none"> <li>senior citizen tours</li> <li>student traveller</li> <li>business traveller</li> <li>Japanese tour</li> <li>educational study tour.</li> </ul> |

| Concept                           | Specific Learner Expectations   | Resources   | Learning Activities  |
|-----------------------------------|---|---|--|
| Local Tourism<br>(8 hours)        | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>identify various local or regional tourism destinations and facilities</li> <li>report on local tourism facilities and services in different sectors of the industry</li> <li>identify strategies used to promote local tourism</li> <li>propose additional strategies to promote local tourism.</li> </ul>  | Tourism Information Centre Publications                 | <p>Individually or in groups students research local destinations and facilities and present information to the class using a variety of mediums:</p> <ul style="list-style-type: none"> <li>- pamphlets</li> <li>- video</li> <li>- slide show</li> <li>- display</li> <li>- oral presentation.</li> </ul>  |
| Career Opportunities<br>(8 hours) | <ul style="list-style-type: none"> <li>research career opportunities at various levels in different sectors of the tourism industry</li> <li>describe the role that training and further education play in employment prospects and career advancement</li> <li>identify personal characteristics and skills needed to be successful in selected tourism careers</li> <li>relate personal interests, values, goals, aptitudes and abilities to tourism career opportunities</li> <li>develop basic career/search skills.</li> </ul> | Yellow Brick Road Training and Education Programs, ATEC | <p>Role play job interview situations.</p> <p>Human resources professional conducts sample interviews of students and critiques the interview.</p> <p>Students develop job application materials and apply for job shadow placements.</p> <p>Students learn about tourism career from industry personnel:</p> <ul style="list-style-type: none"> <li>- interview</li> <li>- job shadow.</li> </ul> |



| Concept                                     | Specific Learner Expectations   | Resources  | Learning Activities   |
|---|---|--|---|
| Tourism Affecting the Environment (8 hours) | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>develop an awareness of Alberta's environmental heritage</li> <li>identify and compare environmentally sensitive regions in Alberta</li> <li>analyze the positive and negative effects of tourism on the environment</li> <li>identify governing bodies and discuss legislation designed to conserve the environment</li> <li>describe specific situations in which the environment is affected by tourism</li> <li>describe strategies used by tourism enterprises that conserve the environment</li> <li>develop tourism strategies for conserving the environment.</li> </ul> | <p>Environmental Programs</p> <ul style="list-style-type: none"> <li>Canadian Airlines</li> <li>McDonald's</li> </ul> <p>Wilderness Society of Alberta<br/>c/o Department Resource Centre<br/>10511 Saskatchewan Drive<br/>Edmonton, Alberta<br/>T6E 4S1</p> | <p>Develop an environmental program for their school, community or a tourism enterprise.</p> <p>Write letters to various tourism businesses inquiring about environmental programs.</p> <p>Students interview industry representatives about their companies environmental program.</p> <p>Students debate the development of a large tourism facility in a selected community.</p> <p>Study and report on an environmentally sensitive area.</p> |
| Tourism Affecting Culture (7 hours)         | <ul style="list-style-type: none"> <li>develop an awareness of Alberta's cultural heritage including: <ul style="list-style-type: none"> <li>historic</li> <li>ethnic</li> <li>artistic</li> </ul> </li> <li>analyze the positive and negative effects of tourism on culture</li> <li>describe tourism activities that promote and preserve culture</li> <li>identify tourism activities and facilities that promote greater cultural understanding and exchange</li> <li>plan a tourism activity that will promote local and/or regional cultural awareness.</li> </ul>  | <p>Heritage Link magazine</p> <p>Alberta Tourism Community Events Calendar</p>   | <p>Students define their communities culture and discuss activities which promote that culture.</p> <p>Brainstorm/categorize cultural tourism activities.</p> <p>Visit a cultural tourism facility:</p> <ul style="list-style-type: none"> <li>Ukrainian Village</li> <li>Heritage Park</li> <li>local museum</li> <li>arts centre</li> <li>historical building</li> <li>art gallery.</li> </ul>  |

| Concept   | Specific Learner Expectations   | Resources | Learning Activities  |
|---|---|-----------|--|
| Concern for the Well-being of People<br>(5 hours)   | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>describe the range of individual requirements that tourists have which need to be accommodated</li> <li>describe tourism services and facilities that accommodate the individual requirements of tourists</li> <li>discuss legislation designed to maintain the well-being of people</li> <li>evaluate a tourism facility in relation to the individual requirements of people</li> <li>propose solutions for accommodating individual requirements of people: <ul style="list-style-type: none"> <li>physical design</li> <li>procedures/services.</li> </ul> </li> </ul> |           | <p>Brainstorm different individual requirements categorize and propose solutions.</p> <p>Visit a facility and evaluate suitability for different individuals.</p>  |
| Promoting Acceptance and Understanding<br>(5 hours) | <ul style="list-style-type: none"> <li>discuss how travel experiences provide opportunities to learn about other people/cultures</li> <li>compare visitor impressions of a community/ culture based on their travel experiences</li> <li>describe travel experiences that promote acceptance and understanding of people/culture</li> <li>develop a code of ethics for: <ul style="list-style-type: none"> <li>the tourism industry</li> <li>the tourist.</li> </ul> </li> </ul>  |           | <p>Discuss specific strategies for accommodating different cultural practices.</p> <p>Discuss case studies and propose solutions for accommodating cultural practices:</p> <ul style="list-style-type: none"> <li>handicap access vs maintaining historical accuracy</li> <li>food choices/taboo</li> <li>smoking</li> <li>language barriers.</li> </ul> |

# MODULE: HOSPITALITY AND GUEST SERVICE

| Concept                               | Specific Learner Expectations   | Resources  | Learning Activities  |
|---------------------------------------|---|--|--|
| Orientation to<br><i>Alberta Best</i> | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>describe the role of Alberta Tourism and the <i>Alberta Best</i> program in developing guest service standards</li> <li>understand the importance of providing quality hospitality and guest service.</li> </ul>   |  |  |
| Communicating with<br>Guest           | <ul style="list-style-type: none"> <li>discuss the importance of creating a positive first impression:               <ul style="list-style-type: none"> <li>personal appearance</li> <li>property appearance</li> </ul> </li> <li>develop effective communication strategies of:               <ul style="list-style-type: none"> <li>listening</li> <li>speaking</li> <li>writing</li> </ul> </li> <li>demonstrate appropriate skills for greeting the guest</li> <li>demonstrate techniques for developing a positive relationship with the guest</li> <li>demonstrate characteristics of a professional attitude through communication and behaviour</li> <li>outline strategies for dealing effectively with guest concerns</li> <li>demonstrate effective telephone skills:               <ul style="list-style-type: none"> <li>answering</li> <li>handling messages</li> <li>placing calls.</li> </ul> </li> </ul> | <p>Welcome Customer<br/>- ATEC Resource Centre</p> | <p>Role play guest communication situations.</p> <p>Practise communication strategies of listening, speaking and writing.</p> <p>Practise communication technology skills for telephone, fax, modem.</p> |



| Concept                            | Specific Learner Expectations   | Resources                                     | Learning Activities |
|------------------------------------|---|---|---------------------|
| Guest Expectations and Perceptions | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• demonstrate knowledge of house policy regarding guest service</li> <li>• identify individual guest requirements, and adapt service appropriately</li> <li>• develop skills in interpreting the guest's needs and ensuring that those needs are met</li> <li>• anticipate situations that could develop into problems or guest concerns</li> <li>• develop problem-solving techniques for handling guest concerns</li> <li>• develop professional guest relation skills.</li> </ul>   |   |                     |
| Safety                             | <ul style="list-style-type: none"> <li>• interpret safety regulations</li> <li>• identify and locate emergency equipment</li> <li>• interpret house policy pertaining to safety:               <ul style="list-style-type: none"> <li>- employee apparel</li> <li>- traffic patterns</li> <li>- clean-up and maintenance</li> <li>- emergency evacuation</li> <li>- emergency illness/injury</li> <li>- waste management</li> </ul> </li> <li>• practise safe personal work habits:               <ul style="list-style-type: none"> <li>- preventing burns, cuts, falls</li> <li>- handling electricity</li> <li>- handling workplace hazardous materials</li> </ul> </li> </ul> | Edmonton Northlands Employee Reference Manual |                     |

| Concept                    | Specific Learner Expectations   | Resources | Learning Activities |
|----------------------------|---|-----------|---------------------|
| Safety (continued)         | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>describe appropriate fire safety procedures: <ul style="list-style-type: none"> <li>identify cause/location</li> <li>calling fire department</li> <li>using a fire extinguisher</li> </ul> </li> <li>develop basic first aid skills: <ul style="list-style-type: none"> <li>calling emergency personnel</li> <li>coping with choking</li> <li>coping with fainting.</li> </ul> </li> </ul> |           |                     |
| Professional Team Approach | <ul style="list-style-type: none"> <li>identify roles and responsibilities of key employees in the facility</li> <li>develop knowledge of product and property</li> <li>describe responsibilities of a professional employee in various business activities</li> <li>describe strategies for creating and maintaining a favourable business reputation</li> <li>develop time management skills appropriate to various situations</li> </ul>                       |           |                     |

## MODULE: NATURE OF FOOD

| Concept                                  | Specific Learner Expectations  | Resources                                    | Learning Activities   |
|--|--|--|---|
| Orientation to the Food Sector (5 hours) | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>describe the range of food establishments available to a visitor</li> <li>match visitor characteristics to various food establishments</li> <li>identify various forms of business in the food sector</li> <li>research career opportunities at various levels in the food sector</li> <li>explain the role of industry training and certification standards in the food sector</li> <li>investigate sources of further education and training for careers in the food sector.</li> </ul> | <p>Focus Canada</p> <p>Yellow Brick Road</p> | <p>Brainstorm names and categorize different food establishments available to traveller.</p> <p>Interview, job shadow in a food establishment.</p>                |
| Food Regulations (3 hours)               | <ul style="list-style-type: none"> <li>identify food regulatory agencies, and explain their role in the industry</li> <li>discuss legislation pertaining to the food sector</li> <li>interpret house policies for food service</li> <li>describe the importance of food safety and sanitation training</li> </ul>  | <p>Alberta Public Health ALCB</p>            | <p>On-the-job orientation or study various food establishment manuals.</p> <p>Develop some house policies for food service for school cafeteria/school store.</p> |

| Concept  | Specific Learner Expectations   | Resources  | Learning Activities  |
|--|---|--|--|
| Food Sanitation and Hygiene<br>(7 hours)           | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• identify potentially dangerous foods by their composition</li> <li>• distinguish between the main types of micro-organisms, describe their source, and explain the conditions necessary for them to reproduce</li> <li>• distinguish between harmful and harmless micro-organisms</li> <li>• list the common causes of food-borne illnesses and the characteristics of each</li> <li>• explain and demonstrate procedures to prevent and control the incidence of food-borne illness</li> <li>• describe the implementation of quality food assurance programs.</li> </ul> | <p>Good Practices for Food Handlers</p> <ul style="list-style-type: none"> <li>- Alberta Community and Occupational Health</li> </ul> <p>Food Safe, videos</p> <ul style="list-style-type: none"> <li>- Magic Lantern</li> </ul> | <p>Use Food Safe program (12 videos and teaching materials).</p> <p>Contact local Public Health Unit for presentation of this material.</p>  |
| Introduction to Food Service Business<br>(5 hours) | <ul style="list-style-type: none"> <li>• identify sources of revenue and operating expenses in the food service business</li> <li>• discuss factors that determine the menu structure</li> <li>• discuss the factors that influence the success of food service business</li> <li>• describe the impact of technology on the food service business</li> <li>• discuss trends in food service and future growth opportunities.</li> </ul>  | <p>Newspaper food section</p> <p>Restaurant reviews</p>  | <p>Brainstorm sources of revenue and operating expenses.</p> <p>Interview a food service manager.</p> <p>Develop criteria for evaluating food service, menu, presentation and housekeeping of a restaurant.</p> <p>Establish a menu committee for school cafeteria. Study consumer trends, menus and food prices to develop menu for each month.</p> |



| Concept   | Specific Learner Expectations  | Resources | Learning Activities  |
|---|--|-----------|--|
| Operation of a Food Service Business<br>(5 hours) | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• identify the major components of a food service business</li> <li>• explain the role of key employees</li> <li>• describe strategies for accommodating individual guest requirements</li> <li>• report on the operation of a variety of local food service businesses.</li> </ul> |           | <p>Job shadow, workplace visitations report on various establishments.</p> <p>Write a letter to manager/owner regarding service/quality of restaurant experience</p> |

# MODULE: NATURE OF ACCOMMODATION

| Concept  | Specific Learner Expectations   | Resources   | Learning Activities   |
|--|---|---|---|
| Orientation to the Accommodation Sector<br>(7 hours) | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>describe accommodation alternatives available to the traveller</li> <li>match visitor characteristics to various accommodation alternatives</li> <li>identify various forms of business in the accommodation sector</li> <li>research career opportunities at various levels in the accommodation sector</li> <li>explain the role of industry training and certification standards in the accommodation sector</li> <li>identify sources of further education and training for careers in the accommodation sector.</li> </ul>        | <p>Focus Canada</p> <p>Yellow Brick Road</p>  | Brainstorm and categorize different accommodation alternatives.     |
| Introduction to Accommodation Business<br>(7 hours)  | <ul style="list-style-type: none"> <li>explain the sources of revenue and operating expenses for different properties</li> <li>list different factors that determine the rate structure for accommodation properties</li> <li>define and explain the importance of: <ul style="list-style-type: none"> <li>– occupancy rate</li> <li>– average room rate</li> </ul> </li> <li>discuss the impact of technology on the accommodation sector</li> <li>discuss accommodation trends and propose future opportunities</li> <li>discuss the factors that influence success of accommodation properties.</li> </ul> | <p>Focus Canada</p> <p>AMA Ratings<br/>Housekeeping Awards—<br/>Alberta Hotel Association</p> | Develop criteria for evaluating different accommodation facilities. |

| Concept                                       | Specific Learner Expectations   | Resources   | Learning Activities   |
|---|---|---|---|
| Accommodation Regulations<br>(2 hours)        | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• identify regulatory agencies and explain their role in the accommodation sector</li> <li>• discuss regulations pertaining to the accommodation sector</li> <li>• interpret house policies that support industry regulations.</li> </ul>  | Inn Keepers Act<br>Public Health<br>Fire Inspections<br>ALCB  |   |
| Safety and Security of the Guest<br>(2 hours) | <ul style="list-style-type: none"> <li>• explain house policy pertaining to safety and security of the guest</li> <li>• describe procedures for dealing with various emergencies</li> <li>• locate and identify safety equipment and security resources</li> <li>• describe strategies for maintaining the well-being of guests in a range of accommodation facilities.</li> </ul>  | Employee Training Manual<br>Policy and Procedures<br>Handbook | Interview a corporate safety team member. Tour an accommodation facility.   |
| Providing Guest Services<br>(7 hours)         | <ul style="list-style-type: none"> <li>• identify the major departments in a large hotel</li> <li>• describe the role of key employees</li> <li>• describe the different guest services provided by various accommodation properties</li> <li>• describe the range of individual guest requirements</li> <li>• propose strategies for accommodating individual requirements</li> <li>• report on the daily operations of a local accommodation facility.</li> </ul> | Focus Canada  | Seminar with representatives of various hotel departments.<br><br>Job shadow, workplace placement and write a report. |

# MODULE: NATURE OF TRAVEL

| Concept   | Specific Learner Expectations  | Resources  | Learning Activities  |
|---|--|--|--|
| Orientation to the Travel Sector<br>(5 hours)     | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• identify the range of agencies and businesses that provide travel services in Alberta</li> <li>• describe the travel services provided by travel agencies, tour operations, transportation companies, travel information centres, and local tourism and convention bureaus</li> <li>• discuss travel sector trends</li> <li>• analyze the impact of technology on the travel sector</li> <li>• research career opportunities at various levels in different parts of the travel sector</li> <li>• explain the role of industry training and certification standards in the travel sector</li> <li>• identify sources of further education and training for careers in the travel sector.</li> </ul> | <p>Alberta Tourism – 14 zones</p> <p>Travel Information Centres</p> <p>Yellow Brick Road</p> <p>Focus Canada</p> | <p>Job shadow/interview various people in the travel sector.</p>   |
| Providing Transportation Information<br>(5 hours) | <ul style="list-style-type: none"> <li>• identify the different modes of transportation and major suppliers of travel in Alberta</li> <li>• interpret different transportation schedules and provide the tourist with accurate travel information</li> <li>• describe various travel services provided by transportation suppliers</li> <li>• identify local sources of transportation and travel services.</li> </ul>   |  | <p>Tour a transportation facility</p> <ul style="list-style-type: none"> <li>- railway station</li> <li>- airport</li> <li>- bus depot</li> <li>- car rental.</li> </ul> <p>Develop travel itineraries using a variety of schedules.</p> |



| Concept                                   | Specific Learner Expectations   | Resources  | Learning Activities   |
|---|---|--|---|
| Tourism Regulations<br>(5 hours)          | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• identify tourism regulatory agencies and explain their role in the industry</li> <li>• be aware of Alberta regulations important to visitors:               <ul style="list-style-type: none"> <li>– fishing regulations</li> <li>– hunting regulations</li> <li>– camping regulations</li> <li>– provincial and national parks regulations</li> <li>– historical resources</li> <li>– liquor regulations.</li> </ul> </li> </ul>  | RCMP<br>Wildlife Officers<br>Alberta Tourism Travel<br>Guides  | Case studies—students develop visitor information packages for a range of destinations.   |
| Providing Travel Information<br>(5 hours) | <ul style="list-style-type: none"> <li>• describe the role of a travel information counsellor in promoting tourism</li> <li>• identify sources of travel information</li> <li>• develop strategies for addressing visitor inquiries</li> <li>• provide visitors with clear, accurate information</li> <li>• provide accurate travel information using a map:               <ul style="list-style-type: none"> <li>– locate and interpret all map symbols and components</li> <li>– calculate distances using a map</li> <li>– plan a travel route using a map</li> </ul> </li> <li>• convert distances, speed, temperature and time as requested by the visitor</li> <li>• explain the meaning of common travel symbols.</li> </ul> | Alberta road map<br>AMA<br>City/town maps<br>Municipal maps<br>B.C. Travel<br>Counsellors<br>Guide and video | Provide local travel information to specific visitor requests <ul style="list-style-type: none"> <li>– bus routes</li> <li>– shuttle information</li> <li>– commercial travel.</li> </ul> |

| Concept                                   | Specific Learner Expectations   | Resources                     | Learning Activities  |
|---|---|-------------------------------|--|
| Promoting Travel within Alberta (5 hours) | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• identify the fourteen tourism zones in Alberta</li> <li>• identify the major tourism attractions within each tourism zone</li> <li>• locate the tourism zones on a map, and describe the major attractions in each</li> <li>• promote local and regional attractions to a range of visitors</li> <li>• plan appropriate travel itineraries that will accommodate individual visitor requirements.</li> </ul> | Alberta Tourism Travel Guides | <p>Write letters to the 14 tourism zones. In groups or individually report on the tourism zones.</p> <p>Develop travel guides for visitors.</p> <p>Arrange a tour, complete with information package for a visiting group.</p> |

## MODULE: NATURE OF ATTRACTIONS

| Concept   | Specific Learner Expectations   | Resources  | Learning Activities   |
|---|---|--|---|
| Orientation to the Attractions Sector (2 hours) | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>define the term leisure, and explain the importance of leisure time in maintaining the well-being of individuals</li> <li>describe the classifications used for Canada's travel generators, and give examples of each</li> <li>define the term attractions, and describe the role of attractions in the tourism industry.</li> </ul>   |  | Brainstorm and classify attractions.                            |
| Introduction to Natural Attractions (4 hours)   | <ul style="list-style-type: none"> <li>describe the global appeal of natural attractions in Alberta and Canada</li> <li>identify Alberta's natural attractions on a map, and describe them</li> <li>outline the historical development of Canada's National Parks, Alberta Provincial Parks</li> <li>review the role of Canadian Parks Service and Alberta Provincial Parks in preserving the environment</li> <li>discuss regulations and describe strategies used to manage visitor impact in parks</li> <li>analyze park visitor trends</li> <li>describe the range of visitor activities and services provided in parks</li> <li>research the range of career opportunities at various levels in parks</li> </ul> | <p>Natural Attractions Guide – Alberta Tourism</p> <p>Steam Schemes and National Dreams, video ACCESS or NFB</p> <p>Kananaskis video</p> <p>Welcome to Alberta Parks, booklet</p> <p>Yellow Brick Road</p> <p>Focus Canada</p> | <p>Interview/job shadow park employees.</p> <p>Tour a park.</p> |

| Concept   | Specific Learner Expectations   | Resources   | Learning Activities   |
|---|---|---|---|
| Introduction to Natural/Attractions (continued) | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>explain the role of industry training and certification standards in the natural attractions sector</li> <li>identify sources of further education and training for careers in natural attractions.</li> </ul>   |   |   |
| Introduction to Cultural Attractions (4 hours)  | <ul style="list-style-type: none"> <li>define the term cultural attraction, and identify major provincial and local cultural attractions: <ul style="list-style-type: none"> <li>– historic</li> <li>– ethnic</li> <li>– artistic</li> </ul> </li> <li>explain the role of cultural attractions in promoting and preserving culture</li> <li>analyze cultural attraction trends</li> <li>describe the range of visitor activities and services provided by various cultural attractions</li> <li>describe strategies used to preserve and promote culture through cultural attractions</li> <li>research career opportunities at various levels in the cultural attractions sector</li> <li>explain the role of industry training and certification standards in the cultural attractions sector</li> <li>identify sources of further education and training for careers in the cultural attractions sector.</li> </ul> | <p>Heritage Link magazine</p> <p>Alberta Museums Association</p> <p>Alberta Culture</p> <ul style="list-style-type: none"> <li>– museums</li> <li>– historical sites</li> </ul> <p>Yellow Brick Road</p> <p>Olympic materials</p> | <p>Brainstorm/categorize cultural attractions.</p> <p>Tour a cultural attraction.</p> <p>Research historical sites locally and develop information brochures.</p> <p>Plan a historical walk through your community or school.</p> <p>Job shadow/work placement/ volunteer at cultural attraction.</p> |



| Concept  | Specific Learner Expectations   | Resources   | Learning Activities  |
|--|---|---|--|
| Introduction to Recreation Attractions (4 hours) | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>define the term recreation attraction, and identify provincial and local recreation attractions</li> <li>explain the role of recreation attractions in the tourism industry</li> <li>analyze recreation attraction visitor trends</li> <li>describe the range of visitor activities and services provided at recreation attraction facilities</li> <li>discuss regulations and describe strategies used to maintain the well-being of visitors at recreation attractions</li> <li>research career opportunities at various levels in the recreation attraction sector</li> <li>explain the role of industry training and certification standards in the natural attractions sector</li> <li>identify sources of further education and training for careers in the recreation attraction sector.</li> </ul> | <p>Ski Kananaskis industry speaker (ATEC list)</p> <p>Municipal Parks and Recreation Department</p> | <p>Brainstorm/categorize recreation attractions.</p> <p>Organize a sport event.</p> <p>Promote/host a sport event at your school.</p> <p>Develop a bicycle walking/ running tour.</p>  |
| Conference and Events Attraction (4 hours)       | <ul style="list-style-type: none"> <li>define the terms conference and events and identify provincial and local facilities</li> <li>explain the role of conference and events attractions in the tourism industry</li> <li>analyze conference and events trends</li> <li>describe the range of visitor activities and services provided at conference facilities</li> <li>discuss strategies used to maintain the well-being of tourists at conference and events.</li> </ul>   | <p>Designed to Deliver, video</p> <p>Edmonton Northlands</p>  | <p>Brainstorm/categorize facilities and functions.</p> <p>Tour a conference and trade show facility.</p> <p>Plan/promote/organize/host a conference</p> <p>Job shadow/workplace placement/ volunteer at a conference, trade show facility.</p> |

| Concept                               | Specific Learner Expectations   | Resources   | Learning Activities   |
|---------------------------------------|---|---|---|
| Providing Guest Services<br>(5 hours) | <p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>describe the range of guest services provided by different attraction facilities</li> <li>identify departments or key employees that are responsible for guest services in attractions</li> <li>describe the role of key employees in providing guest services</li> <li>discuss regulations pertaining to the safety and security of guests, and relate these to facility policy: <ul style="list-style-type: none"> <li>locate and identify safety equipment and security resources</li> <li>describe procedures for dealing with emergencies</li> </ul> </li> <li>describe individual guest requirements and propose strategies for accommodating these requirements.</li> </ul> | An Approach to Guest Excellence, video<br>Edmonton Northlands | <p>Job shadow/interview/workplace placement at an attraction facility.</p> <p>Research and present a report to class on an attraction facility.</p> |



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